

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: McColl Elementary/Middle School

District: Marlboro

Principal: William M. Norton

Superintendent: Alisa Goodman

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

McColl Elementary /Middle School in rural Marlboro County is the school home for 756 students in pre-K through eighth grade. McColl School operates on a non-traditional calendar consisting of a nine week instructional period and a three week intercession break each grading period. The school has grown each year with the transfer of students from other district area schools. The non-traditional calendar and having one of the newest facilities in the district continues to draw students from other attendance areas to our school. In the 2007-2008 school year, we had seven students from grade six who scored Proficient on Pact 07 to transfer to the School of Discovery, a magnet school for the arts in the school district. Once students transfer to the magnet school, McColl cannot include their PACT scores in the school's test results. The loss of the students to the School of Discovery continues to affect test scores.

Of the 756 students enrolled at McColl School, 50.6 percent are Caucasian, 31.2 percent African American, 16.7 percent American Indian, and 1.5 percent Hispanic. More than 80 percent of the students receive free and/or reduced lunch. Twenty-one eighth grade students are enrolled in high school credit courses. McColl School has forty-nine identified gifted and talented students in grades three through eight. Gifted and talented students in grades three through seven are served in a pullout ELA program. Grade eight gifted and talented students take English I and Algebra I as part of their gifted and talented program. Student attendance rates are 95.5 percent for 2006-07 and 96.1 percent for 2007-08.

There are fifty-nine certified teachers on staff, thirty-seven core, including PK and K, seven exploratory and thirteen support staff (two guidance, one media, one speech, one gifted and talented, one District Instructional Facilitator, one Corrective Reading instructor, three LD resource, and three master teachers). McColl School is served by one principal and one assistant principal. Based on information in the 2007 School Report Card, over 90.7 percent of the teachers returned to McColl Elementary/Middle; 66.7 percent have advanced degrees; and their attendance rate is 94.8 percent.

In the current school year, 2008-2009, in the targeted grades six through eight, due to a reduction in a teaching position, all social studies classes in grades seven and eight are not taught by a Highly Qualified or certified social studies teacher. The exploratory art, music, and physical education teachers teach two grade seven and one grade eight social studies classes. A teacher who is Highly Qualified and certified in English Language Arts but not social studies teaches three grade eight social studies classes.

Marlboro County School District is currently involved in several new initiatives including TAP (Teacher Advancement Program), Anderson V Curriculum, and Corrective Reading. Additional training will enhance the implementation and integration of these initiatives into a cohesive instructional program.

Summary of process used to develop the plan

To begin the FSRP process, the School Leadership Team conducted an intensive examination of the goals for the school's long-range plan for TAP, which was developed by the TAP Leadership Team in fall 2007. The TAP long-range plan is based upon the 2007 PACT and fall 2007 MAP scores. Student and staff attendance and staff qualifications were examined. The FSRP results for 2007-2008 were also reviewed. The School Leadership Team further analyzed all available test data to develop the Focused School Renewal Plan for the 2008-2009 school year. Members of the School Leadership Team include the principal, assistant principal, three TAP master teachers, and two TAP mentor teachers and two DIFs (District Instruction Facilitators).

Selection of goals:

To determine the goals for McColl Middle School's FSRP, the School Leadership Team analyzed all available data including PACT scores, MAP results, teacher certifications and qualifications, student and staff attendance, staff turnover rates, and TAP long range plans. After determining the areas of weaknesses, the team selected the subject and grade levels to be targeted for the FSRP. Consideration was also given to the State Department's calculations that an improvement rating of 15 percent each year can result in expected annual progress. The leadership team selected the following three goals one each for reading, science and social studies:

- targeting the 2008-09 sixth graders in ELA based on their spring 2007 PACT ELA scores as fourth graders, which showed 43.9 percent of the sixty-six students scoring Below Basic. The team found that by moving seven BB-1's to BB-2, eleven BB-2's to Basic, three Basic to Proficient and one Proficient to Advanced, we will have forty-eight (72.7 percent) of the sixty-six students at Basic or above on 2009 PACT. As fifth graders, the 2008 PACT ELA scores indicate 68.3 percent of the students scored Basic or above.

In the sixth grade target group, in science based on the spring 2007 PACT as fourth graders, the science scores indicate 69.7 percent of the students scoring Below Basic. As fifth graders, the 2008 PACT science scores indicate 38.5 percent of the students scoring Basic or above.

In the sixth grade target group, in social studies, based on the spring 2007 PACT as fourth graders, the social studies scores indicate 51.5 percent of the students scored Below Basic. As fifth graders, the 2008 PACT social studies scores indicate 48.6 percent of the students scoring Basic or above.

- targeting the 2008-09 seventh graders in ELA based on their spring 2007 PACT ELA scores as fifth graders, which showed 31.9 percent of the forty-seven students scoring Below Basic. By moving one BB-1's to BB-2, five BB-2's to Basic, and five Basic to Proficient, we will have thirty-seven (78.7 percent) of the forty-seven seventh graders at Basic or above on 2009 PACT. As sixth graders, the 2008 PACT ELA scores indicate 60.5 percent of the students scoring Basic or above.

In the seventh grade target group, in science based on the spring 2007 PACT as fifth graders, the science scores indicate 65.4 percent of the students scoring Below Basic. As sixth graders, the 2008 PACT science scores indicate 41.7 percent of the students scoring Basic or above.

In the seventh grade target group, in social studies, based on the spring 2007 PACT as fifth graders, the social studies scores indicate 46.4 percent of the students scoring Below Basic. As sixth graders, the 2008 PACT social studies scores indicate 75 percent of the students scoring Basic or above.

- targeting the 2008-09 eighth graders in ELA based on their spring 2007 PACT ELA scores as sixth graders, which showed 43.2 percent of the eighty-one students scoring Below Basic. By moving nine BB-1's to BB-2, six BB-2's to Basic, five Basic to Proficient and two Proficient to Advanced, we will have fifty-two (64.2 percent) of the eighty-one eighth graders at Basic or above on 2009 PACT. As seventh graders, the 2008 PACT ELA scores indicate 65.4 percent of the students scoring Basic or above.

In the eighth grade target group, in science based on the spring 2007 PACT as sixth graders, the science scores indicate 47.5 percent of the students scoring Basic or above. As seventh graders, the 2008 PACT science scores indicate 66.7 percent of the students scoring Basic or above.

In the eighth grade target group, in social studies, based on the spring 2007 PACT as sixth graders, the social studies scores indicate 70 percent of the students scoring Basic or above. As seventh graders, the 2008 PACT social studies scores indicate 48.1 percent of the students scoring Basic or above.

In summary, the solid knowledge of the students' baseline achievement levels allowed the Leadership Team to select the targeted academic goals necessary for improvement. All data sources and test analysis indicated a need to establish

goals in ELA, science, and social studies for the FSRP. The selected goals were based on the identified weaknesses and areas needing improvement to dramatically increase student achievement at McColl Elementary/Middle.

School Timeline June 2008-May 2009

May- June (McColl begins school on July 10, 2008)

- Schedule the weekly TAP cluster meetings.
- Plan professional development based on TAP evaluation data of identified areas from the 2007-2008 CODE data.
- Finalize selection of TAP Master and Mentor Teachers (if there are changes).
- Identify students for Corrective Reading based on MAP reading scores.
- Develop Corrective Reading schedule for identified students.
- Develop a schedule to extend the English Languages Arts instructional period in grades six through eight.

July

- Disaggregate PACT/MAP data to determine long range goals for TAP implementation.
- Order materials and supplies necessary for implementation of selected programs (Corrective Reading and Anderson Five Curriculum)
- Conduct training for staff working with Corrective Reading
- Provide training for new staff in Anderson Five Curriculum
- Begin Corrective Reading with identified students
- Begin weekly cluster meetings.
- Teachers develop Individual Growth Plans (IGP)

August

- Begin Anderson Five Walk 'bout classroom observations
- Schedule fall MAP testing
- Monitor implementation of Reading and Corrective Reading
- Observe in ELA, Science, and Social Studies classes for program implementation and effective teaching strategies.
- Review lesson plans each week for effective planning that will result in successful program implementation.
- Begin conducting monthly Corrective Reading instructor's meetings

September

- Begin Cycle I of TAP observations

- Continue with program monitoring, observations (formal and walk 'bouts), and lesson plan reviews.
- Begin Intercession I on September 23, 2008.

October

- End of Intercession I. Students return on October 13, 2008
- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Add student academic goal to IGP

November

- Begin Cycle II of TAP Observations.
- Continue with all program implementation, monitoring, observations, feedback, training and support.

December

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Begin Intercession II on December 18, 2008.

January 2009

- End of Intercession II, Students return on January 7, 2009.
- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Begin Cycle III of TAP Observations.

February 2009

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Analyze Winter MAP results and make adjustments in instruction to prepare students for PACT in 2009.

March 2009

- Administer Winter MAP testing.
- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Begin cycle IV of TAP Observations.
- Prepare FSRP Satisfactory Implementation Report for submission to State Department.
- Begin Intercession III on March 30, 2008.

April 2009

- End of Intercession III, Students return on April 20, 2008.
- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Begin cycle V of TAP Observations. (if needed)
- Submit Satisfactory Implementation Report of FSRP

May 2009

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Administer PASS testing.

**McColl School
Projected 2009**

ELA Grade 6 (Basic or Above 72.7%)			
Level	# Students @ This Level	Points For This Level	Points Earned
Advanced	2	5	10
Proficient	19	4	76
Basic	27	3	81
Below Basic 2	10	2	20
Below Basic 1	8	1	8
Not Tested		0	0
Total Students	66	Total Points	195
Average Points/Student Earned			2.955
Percent Weight of Content Area			25%
Index For ELA			0.739

ELA Grade 7 (Basic or Above 78.7%)			
Level	# Students @ This Level	Points For This Level	Points Earned
Advanced	0	5	0
Proficient	13	4	52
Basic	24	3	72
Below Basic 2	5	2	10
Below Basic 1	5	1	5
Not Tested		0	0
Total Students	47	Total Points	139
Average Points/Student Earned			2.957
Percent Weight of Content Area			25%
Index For ELA			0.739

ELA Grade 8 (basic or Above 64.1)			
Level	# Students @ This Level	Points For This Level	Points Earned
Advanced	3	5	15
Proficient	21	4	84
Basic	28	3	87
Below Basic 2	17	2	32
Below Basic 1	12	1	12
Not Tested	0	0	0
Total Students	81	Total Points	229
Average Points/Student Earned			2.827
Percent Weight of Content Area			25%
Index For ELA			0.707

Total (Basic or Above 71.8%)			
Level	# Students @ This Level	Points For This Level	Points Earned
Advanced	5	5	25
Proficient	53	4	212
Basic	82	3	246
Below Basic 2	31	2	62
Below Basic 1	26	1	26
Not Tested	0	0	0
Total Students	197	Total Points	571
Average Points/Student Earned			2.898
Percent Weight of Content Area			25%
Index For ELA			0.725

Percentage of students for 2006, 2007, 2008

PACT: English/Language Arts

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
6	51.6	33.8	39.5	37.1	39.7	50.2	11.3	25.0	10.3	0.0	1.7	0
7	44.0	39.7	34.6	48.0	52.4	42.3	8.0	7.9	23.1	0.0	0.0	0
8	28.1	48.6	50.	45.3	47.8	36.7	25.0	8.7	13.3	1.6	2.9	0

PACT: Science

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
6	50	65.4	58.3	35.2	19.2	29.2	9.3	7.7	12.5	0.0	5.6	7.7
7	50.6	52.5	33.3	31.6	30.0	44.9	11.4	10.0	15.4	6.3	7.5	6.4
8	72.7	65.3	81.8	24.2	26.4	18.2	1.5	8.3	0	1.5	0	0

PACT: Social Studies

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
6	27.8	46.4	25.0	59.3	50.0	45.8	11.1	3.6	29.2	1.9	0	0
7	49.4	30.0	51.9	40.5	57.5	40.5	3.8	12.5	2.5	6.3	0	5.1
8	42.4	72.2	54.5	51.5	26.4	45.5	6.1	0	0	0	1.4	0

Percentage of students for 2006, 2007, 2008

PACT: Math

Grade	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advance</i>		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
6	16.7	28.3	29.2	62.5	58.7	63.5	8.7	7.3	7.3	4.3	0	0
7	34.2	24.7	26.9	37.0	35.1	41.2	21.9	23.4	12.5	6.8	16.9	19.4
8	30.8	25	48.4	44.6	59.4	49.8	21.5	10.9	1.8	3.1	4.7	0

School Profile Summary Data

ELA

Year	Grade	BB1	BB2	Basic	PRO	ADV	Not Tested	Weighted Score	# of Tests	SAI
2005	6	27	14	28	5	1	0	164	75	2.19
	7	14	11	43	11	0	0	209	79	2.65
	8	15	11	31	15	1	0	195	73	2.67

Year	Grade	BB1	BB2	Basic	PRO	ADV	Not Tested	Weighted Score	# of Tests	SAI
2006	6	28	8	37	8	0	0	187	81	2.31
	7	19	17	37	6	0	0	188	79	2.38
	8	14	8	41	16	1	0	222	80	2.78

Year	Grade	BB1	BB2	Basic	PRO	ADV	Not Tested	Weighted Score	# of Tests	SAI
2007	6	21	13	28	17	1	0	204	80	2.55
	7	25	7	33	5	0	0	158	70	2.26
	8	12	16	35	6	2	1	183	72	2.54

MATH

Year	Grade	BB1	BB2	Basic	PRO	ADV	Not Tested	Weighted Score	# of Tests	SAI
2005	6	15	12	32	13	3	0	202	75	2.69
	7	18	23	27	10	1	0	190	79	2.41
	8	21	14	28	7	3	0	176	73	2.41

Year	Grade	BB1	BB2	Basic	PRO	ADV	Not Tested	Weighted Score	# of Tests	SAI
2006	6	13	10	42	14	2	0	225	81	2.78
	7	11	12	44	10	3	0	222	80	2.78
	8	13	16	41	7	2	0	206	79	2.61

Year	Grade	BB1	BB2	Basic	PRO	ADV	Not Tested	Weighted Score	# of Tests	SAI
2007	6	13	9	27	18	13	0	249	80	3.11
	7	13	9	38	7	3	0	188	70	2.69
	8	11	12	37	5	6	1	196	72	2.72

SOCIAL STUDIES

Year	Grade	BB1	BB2	Basic	PRO	ADV	Not Tested	Weighted Score	# of Tests	SAI
2005	6	26	20	13	4	2	0	151	75	2.01
	7	20	27	27	3	0	0	167	77	2.17
	8	32	16	22	0	2	0	140	72	1.94

Year	Grade	BB1	BB2	Basic	PRO	ADV	Not Tested	Weighted Score	# of Tests	SAI
2006	6	15	27	35	4	0	0	190	81	2.35
	7	39	26	14	2	0	0	141	81	1.74
	8	28	31	20	0	1	0	155	80	1.94

Year	Grade	BB1	BB2	Basic	PRO	ADV	Not Tested	Weighted Score	# of Tests	SAI
2007	6	2	10	23	5	0	0	111	40	2.78
	7	15	35	19	0	1	0	147	70	2.10
	8	4	19	11	1	0	0	79	35	2.26

SCIENCE

Year	Grade	BB1	BB2	Basic	PRO	ADV	Not Tested	Weighted Score	# of Tests	SAI
2005	6	23	32	14	3	3	0	156	75	2.08
	7	16	35	24	3	0	0	170	78	2.18
	8	29	23	15	5	0	0	140	72	1.94

Year	Grade	BB1	BB2	Basic	PRO	ADV	Not Tested	Weighted Score	# of Tests	SAI
2006	6	20	42	17	1	1	0	164	81	2.02
	7	25	31	18	4	3	0	172	81	2.12
	8	16	39	24	1	0	0	170	80	2.12

Year	Grade	BB1	BB2	Basic	PRO	ADV	Not Tested	Weighted Score	# of Tests	SAI
2007	6	8	13	12	3	3	0	101	40	2.52
	7	12	33	19	0	0	0	159	70	2.27
	8	4	18	10	0	0	1	86	37	2.32

Grade Level SAI

Year	Grade	ELA	Math	Science	Social Studies	*Overall	Average
2005	6	2.19	2.69	2.08	2.01	2.32	2.24
2005	7	2.65	2.41	2.18	2.17	2.42	2.35
2005	8	2.67	2.41	1.94	1.94	2.36	2.24

Year	Grade	ELA	Math	Science	Social Studies	*Overall	Average
2006	6	2.31	2.78	2.02	2.35	2.40	2.36
2006	7	2.38	2.78	2.12	1.74	2.32	2.26
2006	8	2.78	2.61	2.12	1.94	2.43	2.36

Year	Grade	ELA	Math	Science	Social Studies	*Overall	Average
2007	6	2.55	3.11	2.52	2.78	2.74	2.74
2007	7	2.26	2.69	2.27	2.10	2.33	2.33
2007	8	2.54	2.72	2.32	2.26	2.46	2.46

2007-2008 FSRP GOAL PERFORMANCE DATA

Grade	Percent Making RIT Goal	Number of Students Per Grade	Number of Students Needed For 70%	Number of Students Met or Exceeded Goal	Number of Students 2 Points or Less From Goal	Individual Student Weight In Percent
Six	59.6%	47	33	28	2	2.12%
Seven	55.4%	74	52	41	7	1.35%
Eight	63.2%	57	40	36	4	1.75%

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009, at least 71.8% of students in Grades 6, 7, and 8 will score Basic or Above in English/Language Arts as measured by MAP, based on the correlated scores from NWEA for PACT.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<p>Provide instructional support and coaching through the implementation of the TAP program.</p> <p>Provide instructional support for the implementation of the Anderson V Curriculum.</p>	<p>TAP Master/Mentor Teachers, Principal, District Instructional Facilitator (DIF)</p>	<p>August 08</p>	<p>Provide teachers with instructional support and coaching to implement and improve the use of researched best practices as a part of reading instruction to support achievement of this goal.</p> <ul style="list-style-type: none"> • Master teachers will conduct at least 3 sixty minute cluster meetings each week with grades six, seven and eight ELA and resource teachers as documented in CODE, TAP's computerized record keeping system. • Master teachers will observe, model, and/or team-teach with each ELA teacher for follow-up on TAP strategies taught each week in cluster as documented in CODE and Walk- through Feedback Forms. • Master teachers will share weekly with the Leadership Team cluster and follow-up information and data. Information about this will be documented in the weekly minutes. • The Principal and Leadership Team will conduct minimum number of formal TAP observations per cycle (4 for Continuing Teachers, 5 for Annual, and 6 for Induction) as documented in CODE. • The Principal and Leadership Team will provide written feedback to ELA teachers on classroom observations during observation post-conferences. Written documentation of feedback will be kept on post-conference forms.

			<ul style="list-style-type: none"> • The Principal and Assistant Principal will conduct weekly walk-throughs in every ELA classroom to determine implementation of TAP strategies and Anderson V Curriculum as documented on Walk-through Feedback Form. • The Principal and Assistant Principal will follow up by meeting with any ELA teacher who is not implementing TAP strategies and/ or Anderson V Curriculum, will provide assistance, and will document the meeting and assistance provided in writing. • The Principal and Leadership Team will review teacher lesson plans to determine compliance with TAP rubric as documented in CODE. • The Principal and Leadership Team will provide feedback to ELA teachers on lesson plans during observation pre and post-conferences.
Provide DIF for the data analysis, implementation of programs and monitoring of curriculum to improve student achievement.	Principal, Master Teachers, DIF, ELA Teachers	July 08	<p>Providing a DIF supports this goal by giving additional on-going instructional support to improve student achievement.</p> <ul style="list-style-type: none"> • DIF will serve on School Leadership Team. • DIF will provide ELA teachers with assessment data for Data Walls for data analysis of scores. • DIF will provide testing charts and graphs for ELA teachers' data notebooks. • DIF will explain data information and how to use the information to guide instruction as documented in cluster meeting records. • DIF will work with ELA teachers to identify target students by name in each scoring band whose PACT achievement would have to be higher in order to make expected progress. • A master list of identified students by grade level will be compiled by the DIF and shared with the School Leadership Team. • Classroom teachers will provide and share process data during weekly cluster meetings on cluster cycle strategies used in classroom instruction for the identified students to determine additional support needs. • Master teachers will share weekly with the

			<p>Leadership Team cluster and follow-up information and data. Information about this will be included in the weekly minutes.</p> <ul style="list-style-type: none"> • DIF will coordinate, as needed, Professional Development activities to improve student achievement. • DIF will participate in TAP observations and lesson plan monitoring as documented in CODE, for compliance with the TAP rubric. • DIF will provide written feedback to ELA teachers on instructional activities, lesson plans and student achievement during observation pre and post-conferences. • Documentation of these indicators includes minutes of Leadership Team meetings, Data Walls, data notebooks, professional development meeting agendas, TAP observation records, and lesson plan monitoring reports.
Implement the Corrective Reading program.	Principal, DIF, Corrective Reading Coaches	July 08	<p>Providing students who are reading below grade level with focused reading intervention is critical to improving student achievement.</p> <ul style="list-style-type: none"> • DIF will serve as the Corrective Reading Facilitator to coordinate all aspects of Corrective Reading program. • DIF and ELA teachers evaluate Spring 08 MAP reading data to determine participants. • A master list of all Corrective Reading groups and the times that they are taught will be compiled by the DIF. • DIF and ELA teachers will reevaluate student progress to ensure correct placement in groups or removal, if indicated. • Reevaluation will occur after Fall MAP testing and at the end of second and third nine weeks. Instructional groups will be adjusted, if needed. DIF will update master list. • All necessary supplies and materials will be provided. Purchase orders will document materials ordered. • Corrective Reading coaches will supply DIF with needed supply lists. DIF will inventory supplies

			<p>and materials to ensure availability.</p> <ul style="list-style-type: none"> • Principal and DIF will conduct observations to verify correct program implementation with observations documented in writing. • Principal and DIF will meet monthly with Corrective Reading instructors to discuss program implementation. Meetings will be documented in writing by DIF.
<p>Ensure that teachers teach the identified TAP reading strategies for locating information and main idea in non-fiction text and interpreting directions.</p> <p>Ensure that teachers are using their Individual Professional Growth Plans (IGP) to address the specific academic needs of their students by monitoring the plans and providing support and feedback.</p>	<p>Principal, Master Teachers, ELA Teachers</p>	<p>July 08</p>	<p>Providing students with direct instruction in reading strategies is critical to improving students' ability to read and understand non-fiction text.</p> <ul style="list-style-type: none"> • Master teachers will observe, model, and/ or team-teach weekly with each ELA teacher for follow-up on TAP strategies taught each week in cluster as documented in Code. • ELA teachers will implement cluster cycle strategies weekly into classroom instruction as documented in lesson plans and Walk-through Feedback Forms. • ELA teachers will provide and share progress data during weekly cluster meetings on cluster cycle strategies used in classroom. Progress data will determine additional instructional support needs. • Master teachers will share weekly with the Leadership Team cluster and follow-up information and data. Information about this will be included in the weekly minutes. • Master teachers will administer pre and post tests of each strategy to determine student understanding and mastery. • ELA teachers will use student data to identify areas of student weaknesses to develop their IGP. IGP records are documented in CODE. • The Principal and Leadership Team will monitor and provide support to ELA teachers on the specific strategies implemented by the teacher to improve student achievement as recorded in the teacher IGP.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 2: By April 1, 2009, at least 75% of students in grades 6, 7, and 8 will demonstrate a combined average mastery score of 80% or more on 3 Science nine weeks tests. Note: Science nine weeks tests taken from the Anderson School District Five curriculum supplementary materials are correlated to the South Carolina Science Standards.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

<p style="text-align: center;">Strategy</p> <p>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</p>	<p style="text-align: center;">Person(s) Responsible (Position/Name)</p>	<p style="text-align: center;">Start Date of Strategy</p>	<p style="text-align: center;">Indicator(s) of Implementation</p> <p><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></p>
<p>Ensure that all science teachers are appropriately teaching to their grade level science standards by monitoring lesson plans and providing feedback from classroom observations.</p> <p>Provide instructional support and coaching through the implementation of the TAP program.</p>	<p style="text-align: center;">TAP Master/Mentor Teachers, Principal, District Instructional Facilitator (DIF)</p>	<p style="text-align: center;">Aug. 08</p>	<p>Appropriately teaching science to the rigor and intent of the standards is critical to improving student achievement.</p> <ul style="list-style-type: none"> • Master teachers will provide training and coaching through the TAP program on how to use the science standards to support instruction as documented in Code. • Master teachers and DIF will observe and provide feedback to teachers on their use of the science standards to support instruction as documented in Code and on Walk-through Feedback Forms. • The Principal and Assistant Principal will conduct weekly walk-throughs in every science classroom to determine correct use of the standards in instruction as documented on Walk-through Feedback Forms. • The Principal and Assistant Principal will follow up by meeting with any teacher who is not using the standards correctly and will document the meeting in writing. • The Principal and Leadership Team will review teacher lesson plans to determine if the science standards, instructional activities, and assessments are aligned to meet intent of the

			<p>standards.</p> <ul style="list-style-type: none"> • The Principal and Leadership Team will provide feedback to teachers on lesson plans during observation pre and post-conferences. Written documentation will be kept on conference forms.
<p>Ensure that teachers teach the identified TAP reading strategies for locating information and main idea in non-fiction text and interpreting directions.</p> <p>Ensure that teachers are using their Professional Growth Plans (IGP) to address the specific academic needs of their students by monitoring the plans and providing support and feedback.</p>	<p>Principal, Master Teachers, Science Teachers</p>	<p>Aug. 08</p>	<p>Providing students with direct instruction of reading strategies is critical to improving students' ability to read and understand non-fiction text.</p> <ul style="list-style-type: none"> • Master teachers will observe, model, and/ or team-teach weekly with each science teacher for follow-up on TAP strategies taught each week in cluster as documented in Code. • Science teachers will implement cluster cycle strategies weekly into classroom instruction as documented in teacher lesson plans and on Walk through Feedback Forms. • Science teachers will provide and share progress data during weekly cluster meetings on cluster cycle strategies used in classroom. Progress data will determine additional instructional support needs. • Master teachers will share weekly with the Leadership Team cluster and follow-up information and data. Information about this will be included into the weekly minutes. • Master teachers will administer pre and post tests of each strategy to determine student understanding and mastery. • Science teachers will use student data to identify areas of student weaknesses to develop their IGP. IGP records are documented in CODE. • The Principal and Leadership Team will monitor and provide support to science teachers on the specific strategies implemented by the teacher to improve student achievement as recorded in the teacher IGP.

<p>Provide DIF for the data analysis, implementation of programs and monitoring of curriculum to improve student achievement.</p>	<p>Principal, DIF, Science Teachers</p>	<p>July 08</p>	<p>Providing a DIF supports this goal by giving additional on-going instructional support to improve student achievement.</p> <ul style="list-style-type: none"> • DIF will serve on School Leadership Team. • DIF will provide science teachers with assessment data for Data Walls for data analysis of scores. • DIF will provide testing charts and graphs for teachers' data notebooks. • DIF will explain data information and how to use the information to guide instruction as documented in cluster meeting records. • DIF will work with science teachers to identify target students by name in each scoring band whose PACT achievement would have to be higher in order to make expected progress. • A master list of identified students by grade level will be compiled by the DIF and shared with the School Leadership Team. • Science teachers will provide and share process data during weekly cluster meetings on cluster cycle strategies used in classroom instruction for the identified students to determine additional support needs. • Master teachers will share weekly with the Leadership Team cluster and follow-up information and data. Information about this will be included in the weekly minutes. • Documentation of these indicators includes minutes of Leadership Team meetings, Data Walls, data notebooks, professional development meeting agendas, TAP observation records, and lesson plan monitoring reports.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 3: By April 1, 2009, at least 75% of students in grades 6, 7, and 8 will demonstrate a combined average mastery score of 80% or more on 3 Social Studies nine weeks tests. Note: Social studies nine weeks tests taken from the Anderson School District Five curriculum supplementary materials are correlated with South Carolina Social Studies Standards.			
Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i>
<p>Ensure that all social studies teachers are appropriately teaching to their grade level social studies standards by monitoring lesson plans and providing feedback from classroom observations.</p> <p>Provide instructional support and coaching through the implementation of the TAP program.</p>	<p style="text-align: center;">TAP Master/Mentor Teachers, Principal, District Instructional Facilitator (DIF)</p>	<p>Aug. 08</p>	<p>Appropriately teaching social studies to the rigor and intent of the standards is critical to improving student achievement.</p> <ul style="list-style-type: none"> • Master teachers will provide training and coaching through the TAP program on how to use the social studies standards to support instruction as documented in code. • Master teachers and DIF will observe and provide feedback to teachers on their use of the social studies standards to support instruction as documented in Code and Walk-through Feedback Forms. • The Principal and Assistant Principal will conduct weekly walk-throughs in every social studies classroom to determine correct use of the standards in instruction. • The Principal and Assistant Principal will follow up by meeting with any teacher who is not using the standards correctly and will document the meeting in writing • The Principal and Leadership Team will review teacher lesson plans to determine if the social studies standards, instructional activities, and assessments are aligned to meet intent of the standards. • The Principal and Leadership Team will provide feedback to teachers on lesson plans during observation pre and post-conferences. Written documentation will be kept on conference forms.

<p>Ensure that teachers teach the identified TAP reading strategies for locating information and main idea in non-fiction text and interpreting directions.</p> <p>Ensure that teachers are using their Individual Professional Growth Plans (IGP) to address the specific academic needs of their students by monitoring the plans and providing support and feedback.</p>			<p>Providing students with direct instruction of reading strategies is critical to improving students' ability to read and understand non-fiction text.</p> <ul style="list-style-type: none"> • Master teachers will observe, model, and/or team-teach weekly with each social studies teacher for follow-up on TAP strategies taught each week in cluster. • Social studies teachers will implement cluster cycle strategies weekly in classroom instruction. • Social studies teachers will provide and share process data during weekly cluster meetings on cluster cycle strategies used in classroom. Progress data will determine additional instructional support needs. • Master teachers will share weekly with the Leadership Team cluster and follow-up. Information about this will be included in the weekly minutes. • Master teachers will administer pre and post tests of each strategy to determine student understanding and mastery. • Social Studies teachers will use student data to identify areas of student weaknesses to develop their IGP. IGP records are documented in CODE. <p>The Principal and Leadership Team will monitor and provide support to social studies teachers on the specific strategies implemented by the teacher to improve student achievement as recorded in the teacher IGP.</p>

<p>Provide DIF for the data analysis, implementation of programs and monitoring of curriculum to improve student achievement.</p>			<p>Providing a DIF supports this goal by giving additional on-going instructional support to improve student achievement.</p> <ul style="list-style-type: none"> • DIF will serve on School Leadership Team. • DIF will provide teachers with assessment data for Data Walls for data analysis of scores. • DIF will provide testing charts and graphs for teachers' data notebooks. • DIF will work with teachers to identify target students by name in each scoring band whose PACT achievement would have to be higher in order to make expected progress. • DIF will explain data information and how to use the information to guide instruction as documented in cluster meeting records. • A master list of identified students by grade level will be compiled by the DIF and shared with the School Leadership Team. • Social studies teachers will provide and share process data during weekly cluster meetings on cluster cycle strategies used in classroom instruction for the identified students to determine additional support needs. • Master teachers will share weekly with the Leadership Team cluster and follow-up information and data. Information about this will be included in the weekly minutes. <p>Documentation of these indicators includes minutes of Leadership Team meetings, Data Walls, data notebooks, professional development meeting agendas, TAP observation records, and lesson plan monitor reports</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the principal will provide instructional leadership to increase English/Language Arts, Science and Social Studies achievement in Grades 6, 7, and 8. At least 71.8% of students will score Basic or Above on English/Language Arts as measured by MAP, based on the correlated scores from NWEA for PACT and at least 75% of social studies and 75% science students will demonstrate a combined average mastery score of 80% or more on 3 Science and 3 Social Studies nine weeks tests.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation
List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.			<i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Ensure TAP (Teacher Advancement Program) implementation by leading and monitoring implementation process.	Principal, Assistant Principal, Master/Mentor Teachers, DIF	July 08	Providing instructional leadership and monitoring the implementation of TAP support this goal by ensuring that TAP meets its goal to increase student achievement. <ul style="list-style-type: none"> • The principal will monitor the implementation of TAP using cluster-meeting records, observation data, and teachers' Individual Growth Plans (IGP) as recorded in CODE to ensure TAP's effectiveness in improving students achieve. • The principal will lead weekly TAP Leadership Meetings to monitor TAP implementation. The Weekly Log of TAP Leadership Team Meeting Records in CODE will document progress of implementation of TAP. • The Principal and Assistant Principal will conduct weekly walk-throughs monitoring TAP implementation. Documentation will be kept on Walk-through Feedback Forms. The TAP Master Teachers will be responsible for documentation.
Monitor teacher performance by conducting at least four formal TAP observations each	Principal, Assistant	Aug. 08	Conducting observations and providing feedback to teachers on improving instructional practices

grading period and providing feedback in post-conferences	Principal		<p>support this goal to increases students' achievement.</p> <ul style="list-style-type: none"> • The Principal and Assistant Principal will conduct minimum number of TAP observations per cycle (4 for Continuing Teachers, 5 for Annual, and 6 for Induction) as documented in CODE. • The Principal and Assistant Principal will provide feedback to teachers on classroom observations in writing during observation post-conference. The TAP Master Teachers will be responsible for the documentation.
Ensure the use of effective classroom instructional practices by conducting weekly walk-through observations.	Principal, Assistant Principal	July 08	<p>Conducting weekly walk-throughs supports this goal by providing regular ongoing monitoring of classroom instruction.</p> <ul style="list-style-type: none"> • The Principal and Assistant Principal will conduct weekly walk-throughs to monitor classroom instruction Principal and Assistant Principal will follow up by meeting with teachers needing additional coaching and support. The follow-up will be documented in writing. The principal will be responsible for the documentation that will be kept in the teachers' TAP folders.
Monitor the implementation of Corrective Reading by conducting walk-throughs and attending monthly meeting with Corrective Reading instructors.	Principal, Assistant Principal, and the DIF	July 08	<p>Monitoring the implementation of Corrective Reading supports this goal by ensuring the effective use of the program to improve student achievement.</p> <ul style="list-style-type: none"> • The Principal and Assistant Principal will conduct walk-throughs to monitor the implementation of Corrective Reading. • The Principal and Assistant Principal will follow up by meeting with any Corrective Reading instructor who is not implementing the program correctly to provide assistance, and will document the meeting in writing. • Principal will meet monthly with DIF and Corrective Reading instructors to discuss program implementation. Meetings will be

			<p>documented in writing by DIF.</p> <p>The DIF will be responsible for the documentation.</p>
Analyze test data-MAP and PACT to set goals for student progress.	Principal, Leadership Team, and Test Coordinator	July 08	<p>Monitoring test data to determine additional or revised instructional needs supports this goal to improve student achievement.</p> <ul style="list-style-type: none"> • The Principal and Leadership Team will use PACT and MAP data (dynamic reporting suite reports) to set goals and monitor student progress towards meeting target goals. The Principal and the Test Coordinator will be responsible for the documentation.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Principal's Instructional Leadership Goal 2: : By April 1, 2009 the principal will support professional development and provide the instructional resources needed to impact student achievement in order to increase English/Language Arts, Science and Social Studies achievement in Grade 6, 7, and 8. At least 71.8% of students will score Basic or Above on English/Language Arts as measured by MAP, based on the correlated scores from NWEA for PACT and at least 75% of social studies and 75% science students will demonstrate a combined average mastery score of 80% or more on 3 Social Studies and 3 Science nine weeks tests.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Ensure that teachers have the training necessary to provide effective classroom instruction by providing professional development activities.	Principal, Master Teachers, DIF	July 08	Providing on-going professional development supports this goal by providing teachers information on instructional strategies needed to improve student achievement. <ul style="list-style-type: none"> • The Principal and School Leadership team will determine staff development needs based on observation data, pre and post test data and surveys. • The DIF will coordinate, as needed, Professional Development activities to improve student achievement as documented by agendas, sign-in and evaluation sheets. • The Principal will use classroom observations to indicate effectiveness of training, as documented in CODE and on Walk-through Feedback Forms.
Provide professional development for core	Principal, Master Teachers, DIF	August 08	Professional development to increase teacher understanding and usage of test data and disaggregated data is necessary in order to effectively use assessment to drive instruction, thus increasing student achievement. <ul style="list-style-type: none"> • The Principal and DIF will coordinate training on the use and interpretation of

			MAP data. Meeting
Provide professional development for core content area teachers in the analysis and use of test data and disaggregated data based on the results of MAP test	Principal and DIF		<ul style="list-style-type: none"> • Meeting agendas will be used for documentation • MAP data will be put in charts and graphs so that each teacher will have a data notebook for their students. Spring 2008, Fall 2008 and Spring 2009 MAP scores will be included. • Student scores will be analyzed and Data Walls will be constructed. • The Principal, DIF, and TAP Master Teachers will meet each month to work with teachers on use of the most current data and follow through on professional development sessions. The DIF and Master Teachers will maintain agendas and copies of minutes of these meetings.
Maximize funding sources to provide instructional resources needed in ELA, social studies and science.	Principal, Assistant Principal, and DIF	July 08	<p>Maximizing funding sources to provide needed resources supports the achievement of this goal.</p> <ul style="list-style-type: none"> • The Principal will meet with the district financial officer to obtain and review all funding sources for the school (General Fund, Title 1 and other federal funding sources, TA funds, and other categorical funds). • The Principal and the Leadership Team will analyze all funding sources to determine unencumbered funding sources for the Prioritized Resource Needs List. • The Leadership Team will analyze test data, teacher surveys, materials inventories, and needs assessments data to determine the Prioritized Resource Needs List . The Prioritized Resource Needs List will be aligned with funding sources. • The Principal and Leadership Team will seek grant funding from local, state, and federal sources to fund requested instructional materials, equipment, and training to improve student achievement.

<p>Ensure that instructional resources are available for successful program implementation through effectively managing resources.</p> <p>Ensure the successful implementation of Corrective Reading by providing instructional coaches.</p>	<p>Principal, Assistant Principal, DIF</p>	<p>July 08</p>	<p>Providing human or material resources to implement effective instructional programs supports this goal to improve student achievement.</p> <ul style="list-style-type: none"> • The Assistant Principal and DIF will inventory current resources to determine need for additional instructional resources. (Inventories available for documentation) • The Assistant Principal and DIF will submit book orders and purchase orders for supplies and materials from a Prioritized Resource Needs List. (Prioritized Resource Needs List and purchase orders available as documentation) • Principal will secure additional staff positions to provide instructional coaches for the Corrective Reading program. (Budget Reports provided for documentation.)
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1. By April 1, 2009, the district will provide the resources to increase ELA, science and social studies achievement in grades 6-8. At least 71.8 percent of students will score Basic or Above on ELA as measured by MAP, based on the correlated scores from NWEA for PACT and at least 75 percent of social studies and science students will demonstrate a combined average mastery score of 80 percent or more on 3 science and 3 social studies nine weeks tests.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Ensure that the district budget is analyzed to determine all available funding sources for improving student achievement	Asst. Superintendent	Sept 08	<p>Maximizing funding sources to provide needed resources supports the achievement of this goal.</p> <ul style="list-style-type: none"> • Asst. Superintendent to meet with Finance Director to review General Fund and categorical budgets (Title 1, ATA, etc.) for the district. • Asst. Superintendent to meet with School Leadership Team to review funding available for McColl Middle during the first nine weeks of school. <p>(Documentation includes district budget, individual school budget, school’s instructional budget, school’s Title One budget, school’s ATA budget.) Best use of all available funds is required to support this goal.</p> <p>The Superintendent will be responsible for the documentation of the agendas of the monthly Cabinet meetings and the principals’ monthly meetings.</p> <p>The Assistant Superintendent for Instruction will be responsible for the documentation of the monthly meetings with principals.</p>

<p>Determine unencumbered funding sources for funding the school's prioritized resource needs list.</p>	<p>Asst. Superintendent</p>	<p>Sept 08</p>	<p>Maximizing funding sources to provide needed resources supports the achievement of this goal.</p> <ul style="list-style-type: none"> • Asst. Superintendent will examine the funding allocated for McColl and determine the best use of any unencumbered funds. • Asst. Superintendent will review the already allocated funds to determine if any of them can be (Documentation will include budget reports at the district and school level and notes/records of reallocations and/or changes made.)reallocated in a more efficient manner.
<p>Ensure the review of human resources and their assignments to maximize student learning.</p>	<p>Asst. Superintendent</p>	<p>Sept 08</p>	<p>Providing human resources to implement effective instructional programs supports this goal.</p> <ul style="list-style-type: none"> • Asst. Superintendent and Personnel Director will review the staff assignments throughout the district to determine placement needs, certification needs, student teacher ratios, etc. • Asst. Superintendent and Personnel Director will meet with School Leadership Team to analyze school needs in the targeted areas of ELA, science and social studies. • Asst. Superintendent and Personnel Director will reassign and/or hire teachers/staff to meet instructional needs. <p>(Documentation of these indicators includes Professional Certified Staff (PCS) listing for each school, student/teacher ratio records, records of Highly Qualified, certified teacher status in each school.</p>

<p>Support the development of a prioritized list of instructional resources to increase student achievement.</p>	<p>Asst. Superintendent</p>	<p>Sept 08</p>	<p>Developing a comprehensive needs assessment of resources supports this achievement goal.</p> <ul style="list-style-type: none"> • School Leadership Team will inventory the current instructional resources in ELA, science and social studies. • School Leadership Team will survey teachers as to their needs and requests for additional instructional resources. • School Leadership Team will develop a list of requested instructional materials and equipment. • School Leadership Team will prioritize the resource list and match prioritized list to available budget sources. • Asst. Superintendent will meet with School Leadership Team to review the school's prioritized list, the possible funding sources, and how to match needs with funding sources. <p>(Documentation will include resource inventories, teacher surveys, needs list, available budgets and funding sources, minutes of meetings with district staff.)</p>
<p>Ensure that all outside funding sources, competitive grants, and other optional funding sources are explored to provide the resources to supplement the district and school budgets in order to increase student achievement.</p>	<p>Asst. Superintendent</p>	<p>Sept 08</p>	<p>Seeking every funding opportunity for providing necessary resources supports this goal.</p> <ul style="list-style-type: none"> • Asst. Superintendent will contact the State Department to secure all grant-funding sources, due dates, etc. • Asst. Superintendent will support the school efforts in preparing grant applications. • Asst. Superintendent will search for federal grant opportunities, subscribe to federal grant publications, and grant alerts. • Asst. Superintendent will meet periodically with the School Leadership Team to provide updates on grant opportunities. <p>(Documentation includes grant applications submitted, email notifications of grants, minutes of meetings with Asst. Superintendent about funding opportunities, etc)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: By April 1, 2009, the district will support professional development and training opportunities to impact student achievement in order to increase ELA, science and social studies achievement for students in grades 6-8. At least 71.8 percent of students will score Basic or Above on ELA as measured by MAP, based on the correlated scores from NWEA for PACT and at least 75 percent of social studies and science students will demonstrate a combined average mastery score of 80 percent or more on 3 science and 3 social studies nine weeks unit tests.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Ensure that ELA, science and social studies teachers receive training necessary to provide effective classroom instruction by providing professional development activities	Asst. Superintendent	Sept 08	Providing on-going professional development supports this goal by providing teachers with information on instructional strategies needed to improve student achievement. <ul style="list-style-type: none"> • The School Leadership Team will determine staff development needs based on observation data, surveys, and pre-and-post test data. • The Asst. Superintendent will meet with the School Leadership Team to coordinate district training sessions and to schedule during their intersession days. • The DIF will coordinate, as needed, professional development activities to improve student achievement as documented by agendas, sign-in and evaluation records. • The principal and School Leadership Team will use classroom observations to indicate effectiveness of training, as documented in CODE and on Walk-

			<p>through Feedback forms. (Documentation includes training agendas, sign- in rosters, Walk Through Feedback Forms, CODE forms, observation data, and staff survey results.)</p>
<p>Ensure TAP implementation by leading and monitoring the implementation process.</p>	<p>Asst. Superintendent</p>	<p>Sept 08</p>	<p>Providing instructional leadership and monitoring of TAP implementation support this goal by ensuring that TAP meets its goal to increase student achievement.</p> <ul style="list-style-type: none"> • The Asst. Superintendent will monitor TAP implementation by reviewing cluster meeting records and observation data. • The Asst. Superintendent will attend at least quarterly the weekly TAP leadership meetings to monitor TAP implementation. • The Asst. Superintendent will review quarterly IGP (Individual Growth Plans) of McColl teachers to monitor for the inclusion of student data to identify student weaknesses in the development of the IGP's. <p>(Documentation includes cluster meeting records, minutes of TAP leadership meetings, teachers' IGP's, and the Asst. Superintendent's meeting notes.</p>
<p>Sustain the successful implementation of Corrective Reading by providing the necessary training and resources</p>	<p>Asst. Superintendent</p>	<p>Sept 08</p>	<p>Sustaining the implementation of Corrective Reading supports effective instructional programs that increase student achievement goals.</p> <ul style="list-style-type: none"> • The Asst. Superintendent will review resources and secure the funds to purchase the necessary instructional materials to implement Corrective Reading. • The Asst. Superintendent will schedule training for any staff members new to the Corrective Reading program. • The Asst. Superintendent and Personnel Director will partner with the school administrative team to determine staffing needs for Corrective Reading and to secure the personnel necessary for implementation. <p>(Documentation includes resource inventories and prioritized resource needs lists, purchase orders, training schedules for new staff, sign-in rosters, staffing charts and PCS lists, Corrective Reading</p>

			student schedules and staff assignments per group.)
Bolster the use of the Anderson Five Curriculum to ensure standards coverage in all classes in grades 6-8.	Asst. Superintendent	Sept 08	<p>Maximizing the support and implementation of standards based curriculum supports the goal of improving student achievement.</p> <ul style="list-style-type: none"> • Asst. Superintendent will schedule training for the ELA, science and social studies teachers in the effective use of the Anderson Five standards based curriculum. • Asst. Superintendent will meet with School Leadership Team at least once each nine weeks grading period to review observation notes and discuss curriculum implementation. • Asst. Superintendent will secure the services of the State Department to conduct on-site visits and provide coaching sessions on Anderson Five curriculum implementation. • Asst. Superintendent will meet with the School Leadership Team to review needs and determine funding resources needed to effectively implement the Anderson Five curriculum. <p>(Documentation includes training agendas, sign in rosters, observation notes that include feedback about Anderson Five implementation, minutes of meetings with staff and State Department consultants, resource lists and purchase orders.)</p>
Secure the services of content area specialists to support effective teaching of social studies and science content.	Asst. Superintendent	Sept 08	<p>Strengthening the knowledge and teaching skills of social studies and science teachers supports the goal of improved student achievement.</p> <ul style="list-style-type: none"> • The Assistant Superintendent will meet with School Leadership Team to review the needs of science and social studies teachers.

			<ul style="list-style-type: none"> • Test data, teacher survey results, observation and feedback records will be analyzed by the School Leadership Team and results shared with Asst. Superintendent. • Asst. Superintendent will schedule science and social studies content area specialists to provide on-going training and support for the McColl teachers. interactive science lessons and “chunking” of the social studies standards will be stressed. • Asst. Superintendent and School Leadership Team will continuously monitor the training and implementation of the best practices. <p>(Documentation includes minutes of meetings, survey results, test data analysis, training agendas, sign-in rosters, observation notes and conference notes.)</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Title and Description of Each Program and Initiative
Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

MAP – Measures of Academic Progress (MAP) is the assessment program used for pre- and post-testing in 80+ school districts in South Carolina. The Northwest Evaluation Association (NWEA) has aligned the MAP scores (RIT) to PACT scores for grades 3-8 so that the RIT scale can predict success on PACT.

TAP – Teacher Advancement Program (TAP) is a new strategy to attract, retain, develop and motivate talented people to the teaching profession – and keep them there – by making it more attractive and rewarding to be a teacher. TAP provides the opportunity for good teachers to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom. In addition, it helps teachers to become the best they can be, by giving them opportunities to learn better teaching strategies and holding them accountable for their performance.

Anderson V Curriculum – A Board approved curriculum as the basis for planning standards-based student lessons. The curriculum for PreK-8 includes activities, resources, unit plans, web sites, and sample test items aligned with South Carolina Curriculum Standards in English/Language Arts, Mathematics, Science, and Social Studies.

District Instruction Facilitator – The District Instruction Facilitator (DIF) is an educator who assists teachers in specific subject areas or grade levels to support the implementation of best practices, which will result in better performance in an eligible school, as specified in the School Renewal Plan. The South Carolina Department of Education assigns district instruction facilitators to the position after having been recommended by their district. Working as part of the leadership team with the building principal, an instruction facilitator is key to continuous instructional improvement.

Corrective Reading - Corrective Reading is a complete core-reading program that uses tightly sequenced, carefully planned lessons, which give struggling students the structure to become skilled, fluent readers and better learners.

Individual Growth Plan (IGP)-A record-keeping document and/or log to support teachers in their own professional growth while increasing student achievement in a specific area of need.

Technical Assistance-Funds provided by the SDE to assist low performing schools in improving student achievement.

CODE-SDE and TAP's computerized record keeping system.